

# Early Learning Years Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY153081
<b>Inspection date</b>	15/05/2009
<b>Inspector</b>	Anahita Aderianwalla
<b>Setting address</b>	19 The Grove, Finchley, London, N3 1QN
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Early Learning Years Nursery, a full day care provision, opened in 2002 and is located in a residential area of Finchley. The nursery operates from a self contained house near the main high road with good access to public transport and local amenities. The opening hours are 07.30 to 18.30 five days a week all year round. There are currently 51 children on roll including six funded three year olds and five funded four year olds. Children can attend for a variety of sessions.

The nursery currently supports a number of children with learning difficulties and/or disabilities, and who speak English as an additional language.

There is a team of 16 staff working with the children some of whom work on a part time basis. Over half the staff have early years qualifications to NVQ Level 2 or above. The nursery receives support from a teacher from the Early Years Development and Childcare Partnership.

## Overall effectiveness of the early years provision

The quality of the provision is satisfactory. The setting provides satisfactory support to meet the needs of the children in the Early Years Foundation Stage (EYFS). Planning for the younger children is clear and these children make good progress. However, planning for older children does not reflect the current EYFS framework. Consequently, their individual learning needs are not sufficiently met. The management have a positive attitude to improve the provision, although, the current system to monitor and reflect current practice is not fully implemented and some recommendations highlighted at previous inspections continue to be an area to improve. Overall, the partnership with parents and carers is friendly and informal. The opportunities for parents to contribute to children's learning and development are not fully developed.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure parents are actively involved in their child's learning by involving them in developing the next steps for learning
- ensure consistency is maintained in regards to planning for all children, and is devised to effectively support the learning needs of the older children, and develop effective assessment processes to ensure that practitioners are responding appropriately to children to identify next steps for learning to help them make progress towards the early learning goals
- further develop staff's knowledge and understanding of the EYFS framework to ensure the needs of the older children are met
- increase opportunities for older children to develop their knowledge and understanding of the world through questioning why things happen, and to freely explore concepts such as weight, capacity and measures through

activities such as the sand and water.

## **The leadership and management of the early years provision**

Arrangements for safeguarding children are in place. All staff have attended some training in child protection to enable them to safeguard children's welfare. Risk assessments are completed specifically for the areas used by the children, and are maintained regularly, and staff vigilance and deployment helps to keep children safe. Regular appraisals help support and develop staff's knowledge and skills. The whole setting is kept in a satisfactory state of cleanliness. The necessary policies and procedures are in place and these are regularly reviewed by the staff to take into account any changes in childcare practices. The deployment of staff is generally effective so that children are appropriately supervised.

The manager has a system in place for the allocating of children to a key person. They let each child settle into the group and see which adult they are forming an attachment with and then they become the child's key person. This helps children form a close bond with someone who is special to them. Parents and carers are welcome into the setting at any time and are aware of their child's key person. They confidently approach staff to share news about their child's achievements and well-being and receive regular newsletters to inform them about the provision. Parents complete registration forms and provide details of their child's dietary needs, allergies and details of who can collect them from the setting. The manager recognises their need to change their systems to allow parents to have more of an active role in their children's learning. They have started to alter some of their practices but not all have yet had an impact on how parents can become involved and continue the learning at home.

The management and staff have been working closely together to evaluate the provision. They have sought outside advice and have different planning formats for each room. Staff who plan for younger children, have clear systems in place to observe and assess them. Plans for older children are purely activity based and do not relate to the current framework in the EYFS. Consequently, there is no consistency in the staff's approach to children's learning and development needs.

## **The quality and standards of the early years provision**

Children make satisfactory progress towards the early learning goals. They are settled, secure and confident. They generally behave well and play happily together. There are some opportunities for children to develop their independence such as washing their own hands after messy play. Children easily make choices and develop independence by using equipment and materials which are readily available and well organised. A wide selection of books incorporated in the book area, regular story sessions and visits to the library helps develop the children's fondness for books. Children show increasing skill with mark making and exploring new textures, for example, children investigate and explore how different materials mix, like shaving foam and paint. They enjoy manipulating the mixture as they mark make with their fingers on large pieces of paper. The children's knowledge

and understanding of the world is encouraged, to help them make sense of the world. They develop an awareness of the wider world through visits to the park, fire station and library and children are introduced to a range of cultures and religions through stories, music, dance and foods.

Staff caring for babies encourage their communication through being physically close, making eye contact, using facial expressions and varying the tones of their voice to engage them. Younger children engage in a good range of meaningful experiences, in which they encounter objects in their natural environment, for example, babies natural curiosity is aroused when playing with treasure baskets filled with a variety of textures to stimulate and challenge them. Staff interaction with the children is satisfactory with some effective questioning to make children think and help them express their thoughts. Staff caring for babies and younger children ensure that children experience a wide range of activities that cover all areas of learning and show an awareness of the need to enable child-initiated play. However, opportunities to further extend older children's learning and for staff to question why things happen, through concepts such as weight, capacity and measures are not always well incorporated throughout the day. Furthermore, staff caring for children over three years, do not always skilfully initiate meaningful conversation and do not fully use children's responses and ideas to provide follow up activities that will extend their play.

The planning system includes long term, medium term and short term plans and includes a well balanced and interesting range of opportunities and experiences to cover the six areas of learning for younger children. However, planning for older children does not clearly link to the EYFS, as a result, children's interests are not yet sufficiently planned for and appropriate learning priorities are identified for these children. Consequently, consistency is not maintained in regards to planning for all children to help them make progress towards the early learning goals. Children's starting points are agreed, involving parents, however, this process is not ongoing. Staff use ongoing observations to assess children's progress and to create individual learning plans. However, individual next steps for learning for older children do not always clearly arise from the previous observations of the children.

Children learn how to keep themselves safe at the beginning of each session. Children discuss safety issues through play, for example, when riding around in cars, reminding each other to not crash into one another. Children recognise the importance of exercise and looking after their bodies. They adopt healthy practices and gain an awareness of healthy eating, as a balanced menu is always provided.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met